



# Workshop Delivery

## *A Scheme of Work for Trainers*

### WHO IS THIS FOR ?

This document is addressed to “Diversity Ambassadors”, who are Trainers of Educators and other non-teaching members of school staff

### TO DO WHAT ?

To support the implementation of inclusive policies within training institutions, focusing on learners and staff members who identify as LGBTQIA+

### HOW ?

Through a delivery of a 1- day training workshop, or adapted to a different duration depending on the selected approach and staff availability



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### STEP 1:

Read the SAMPLE WORKSHOP PROGRAMME file for a first overview of the training content

### STEP 2:

Read this Scheme of Work and decide how well it will work in your education context and make the necessary changes. This document describes some suggested content for the training session:

- Short summary of the introduced point / learning objective / definitions
- Explanation to go deeper
- Resources to use while training trainers

### STEP 3:

Consider the most suitable delivery methods given the specifics of our audience:

- Presentations
- Research activities
- Raising awareness
- Practice
- Sample scenarios
- Discussion
- Role play
- Online tools for delivering training content

The Diversity Ambassadors are free to make use of what is suitable in their training context and add / remove / modify the tools and activities to their own needs.

Depending on the topic they may opt for different delivery methods: face-to-face activity / role play / scenario / reflection / self-assessment / handouts / facilitator's notes ... anything that can be used in a training session.

## MODULE 1 - LGBTQIA+ identities in the classroom. Terms and life realities

### M1: INTRODUCTION TO TOPIC

Understanding and supporting LGBTQIA+ identities in the classroom is essential for creating an inclusive and equitable educational environment. LGBTQIA+ stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual, encompassing a wide range of sexual orientations and gender identities. Each of these identities carries unique experiences and challenges that significantly impact students' lives.

In educational settings, it is crucial to address the visibility and inclusion of LGBTQIA+ students, integrate their experiences into the curriculum, and ensure that they see themselves reflected in the school environment. Unfortunately, many LGBTQIA+ students face bullying, discrimination, and mental health challenges due to societal stigma and lack of acceptance. Schools must implement robust anti-bullying policies and provide access to supportive resources, such as counselling services and peer support groups.

Respecting students' chosen names and pronouns, providing access to appropriate facilities, and fostering a culture of respect and affirmation are key steps in supporting LGBTQIA+ students. This module gives the basis for educators to understand, address and naturally navigate through the unique realities of LGBTQIA+ identities in their classroom, creating a safe, welcoming, and empowering environment for all students to thrive.

### M1: EXPECTED LEARNING OUTCOMES

The educators will:

- be able to correctly identify and use gender sensitive language and terms
- understand the realities of the LGBTQIA+ people in the classroom
- be able to use strategies and approaches to handle discrimination
- gain knowledge on the history of LGBTQIA+ rights

Reference and title of learning content	Learning content	Tools and resources / References and further reading
M1.1 Understanding gender & sex	<ul style="list-style-type: none"><li>• The spectrum of gender: Moving beyond the binary view of gender and exploring concepts like gender identity, gender expression, and fluidity.</li><li>• The language of gender: Defining key terms related to gender identity, such as transgender, cisgender, agender, non-binary, and genderqueer.</li><li>• Difference between sex and gender: Differentiating biological sex from a person's internal sense of self (gender identity) and how they express that identity outwardly (gender expression).</li></ul>	
M1.2 LGTBQIA+ terminologies & Inclusive language	<ul style="list-style-type: none"><li>• LGTBQIA+ terminologies. Exploring the Spectrum: This section explores various LGBTQIA+ identities beyond sexual orientation and gender identity</li></ul>	M1.2.2 Downloadable Handout: "LGBTQIA+ Terminology Glossary" This handout will provide definitions and explanations of various LGBTQIA+ terms.

	<ul style="list-style-type: none"> <li>● Inclusive language: The importance of using inclusive language that respects all genders and sexual orientations.</li> <li>● Understanding pronouns: Definition of which and what are preferred pronouns and how to create a classroom environment where everyone feels comfortable sharing theirs.</li> <li>● Pronouns in different EU countries</li> </ul>	
M1.3 Forms of gender-based discrimination	<ul style="list-style-type: none"> <li>● Relevant terms: Cis-sexism, Heteronormativity, Biphobia,...</li> <li>● Common forms of gender-based discrimination and violence</li> <li>● Bias and stereotypes in VET curricula: biased language &amp; promotion of stereotypes</li> <li>● Life Realities: Challenges and experiences faced by LGBTQIA+ individuals, including discrimination, social stigma, and lack of access to resources.</li> </ul>	<p>M1.3.1 Downloadable Guide: "Using Inclusive Language and Pronouns" This guide will offer clear explanations and examples of respectful language practices.</p> <p>M1.3.2 Online Pronoun Resource with Examples for Different Languages (<a href="https://lgbtqia.ucdavis.edu/educated/pronouns-inclusive-language">https://lgbtqia.ucdavis.edu/educated/pronouns-inclusive-language</a>)</p>
M1.4 Anti LGBTQIA+ rhetoric	<p>This section will equip educators with an overview of the general anti LGBTI+ rhetoric, often framed by the phrase "Gender ideology"</p> <ul style="list-style-type: none"> <li>● Introduction to LGTBQIA+ propaganda</li> <li>● Rejection of gender diversity and promotion of the traditional gender roles</li> <li>● Fear of "Gender Ideology"</li> <li>● Misinformation and conspiracy theories</li> </ul>	<p>M1.4.1 Downloadable Guide: "Conspiracy theories about gender"</p> <p>M1.4.2 <a href="#">Disinformation campaigns about LGBTI+ people in the EU and foreign influence</a></p>
M1.5 History of LGBTQIA+ Rights in the EU: Where We Were, Where We Are Now	<p>From Oppression to Recognition: This section explores the historical trajectory of LGBTQIA+ rights in the EU, highlighting key milestones and challenges:</p> <ul style="list-style-type: none"> <li>● Pre-20th Century: Persecution and criminalization of same-sex relationships throughout Europe.</li> <li>● 20th Century: Social and political movements for LGBTQIA+ rights emerge across Europe.</li> <li>● Post-1990s: Increasing legal recognition of same-sex partnerships and marriages in many EU countries.</li> <li>● EU Legislation: The EU adopts anti-discrimination protections based on sexual orientation and gender identity.</li> <li>● Comparison between countries today</li> </ul>	<p>M1.5.2 Documentary: "The Fight for LGBTQIA+ Rights in Europe"</p>
<b>M1: CONCLUSION</b>		

In conclusion, supporting LGBTQIA+ identities in the classroom is vital for fostering an inclusive, respectful, and equitable educational environment. By understanding the diverse experiences and challenges faced by LGBTQIA+ students, educators can implement practices and policies that promote visibility, inclusion, and safety. Respecting students' identities, ensuring access to supportive resources, and integrating LGBTQIA+ perspectives into the curriculum are essential steps in creating a school culture where all students feel valued and empowered to succeed. By committing to these principles, schools can help reduce discrimination and improve the overall well-being and academic outcomes of LGBTQIA+ students

## MODULE 2 - Understanding intersectionality

### M2: INTRODUCTION TO TOPIC

Imagine you are a young black man walking in the street. Suddenly two policemen approach you and tell you that they have to search you because they think you might be in possession of narcotics.

You are being controlled by the police for no justified reason, only because of your gender, age and skin colour.

This is an example of intersectional discrimination: the different elements you are being discriminated against interact with each other and they are therefore inseparable.

In this module you will become familiar with the concept of intersectionality from both a practical and a theoretical point of view. You will also have an overview of the forms of discrimination and how it is acted. After these initial steps, you will focus on how intersectionality relates with education, recognising identities and fostering diversity in your class. Lastly, you will learn how to implement intersectionality in your teaching and training activity through the useful tools provided.

### M2: EXPECTED LEARNING OUTCOMES

At the end of this module educators will have an increase in their knowledge, skills, and competences in the field of intersectionality. The learning outcomes they will familiarise them with:

- the concept of intersectionality;
- the history of the term and its theoretical background;
- the factors for which people are discriminated against;
- how to identify multiple discrimination;
- how intersectionality relates with education;
- how to adopt an intersectional approach in your teaching and training activity.

Reference and title of learning content	Learning content	Tools and resources / References and further reading
M2.1 Complex identities	<ul style="list-style-type: none"><li>• Life realities</li><li>• “Biographies” (non-fictional) vs media representation</li></ul>	

M2.2 National context as influence on personal situation	<ul style="list-style-type: none"> <li>• Comparison between partner countries today</li> </ul>	
M2.3 From life realities to theory	<ul style="list-style-type: none"> <li>• Privilege and oppression</li> <li>• Definition and theoretical background</li> <li>• Forms of discrimination and how it is acted</li> </ul>	M2.3.1 The power flower reflection activity M2.3.2 K. Crenshaw: Demarginalizing the Intersection of Race and Sex M2.3.3 List of Equinet members
M2.4 Heterogeneity and intersectionality in education	<ul style="list-style-type: none"> <li>• How to recognise identities in your class</li> <li>• how to foster diversity in your class (how to choose the teaching materials...)</li> </ul>	
M2.5 Implementing intersectionality in the teaching activity	<ul style="list-style-type: none"> <li>• Activities, tools...</li> </ul>	

## **M2: CONCLUSION**

Intersectionality is a powerful lens through which we can understand and address discrimination. It recognizes that our identities—such as ethnicity, gender, sexuality, disability, religion and socioeconomic status—intersect and interact, shaping our experiences and vulnerabilities. The scenario described, where a young black man is unfairly targeted by police due to multiple factors (gender, age, and skin colour), exemplifies intersectional discrimination.

In this module, you’ve explored intersectionality from both practical and theoretical perspectives. You’ve gained insights into the forms of discrimination and how they manifest. Additionally, you’ve learned about the relationship between intersectionality and education, as well as strategies for fostering diversity in the classroom.

As you continue your journey, remember that intersectionality isn’t just a concept—it’s a tool for creating more inclusive and equitable spaces. By recognizing and addressing intersecting forms of discrimination, we can work toward a more just society.

## **MODULE 3 - Inclusive learning environments**

### **M3: INTRODUCTION TO TOPIC**

This module will inform you on the best ways to improve your learners’ performance by creating inclusive learning environments. We will talk about what inclusion means, how you can assess the needs for it in your classroom and what steps you can take to make your classroom more inclusive.

This module explores the role of the educator, the use of inclusive language and the creation of safe spaces in creating an inclusive learning environment. You will also receive tips on how to make your teaching and learning materials more inclusive.

### **M3: EXPECTED LEARNING OUTCOMES**

**At the end of this module the educator will be able to:**

- identify and address the need for inclusivity in their classroom;
- respond to the needs of learners in terms of accessibility;

- explore their own implicit biases and reflect on their ally status;
- create safer spaces in their classrooms and educational institutions;
- take an active part in awareness-raising days;
- enhance their teaching and learning materials in terms of diversity.

Reference and title of learning content	Learning content	Tools and resources / References and further reading
M3.1 Definition of Inclusion	<ul style="list-style-type: none"> <li>• The difference between integration, inclusion and assimilation</li> <li>• The definition of inclusion from an intersectional perspective</li> <li>• Functions of inclusion: normalising, deconstruction, empowerment</li> <li>• Introducing the idea of narratives or “single stories”</li> </ul>	<p>M3.1.1 TED-Talk „The Danger of a Single Story“ by Chimamanda Ngozi Adichie  <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en</a></p> <p>M3.1.2 Theories of inclusion by Mai-Anh Boger  <a href="https://www.inklusion-online.net/index.php/inklusion-online/article/view/413">https://www.inklusion-online.net/index.php/inklusion-online/article/view/413</a></p>
M3.2 Inclusivity Needs Assessment In Class	<ul style="list-style-type: none"> <li>• Methods to assess the needs for inclusivity in the classroom</li> <li>• What to watch out for when conducting a survey (anonymity, power imbalance, biased questions and answers)</li> <li>• Possible accessibility issues</li> <li>• Examples of (good) questions in a questionnaire</li> </ul>	<p>M3.2.1 Get to know your students: Drexel university  <a href="https://drexel.edu/soe/resources/student-teaching/advice/Promote-Inclusion-in-the-Classroom/">https://drexel.edu/soe/resources/student-teaching/advice/Promote-Inclusion-in-the-Classroom/</a></p> <p>M3.2.2 Learning for Justice (Education program)  <a href="https://www.learningforjustice.org/">https://www.learningforjustice.org/</a></p>
M3.3 Your role as an educator	<ul style="list-style-type: none"> <li>• Stereotypes, explicit and implicit biases: how to uncover them in yourself</li> <li>• Becoming a good ally: empathy, introspection, personal responsibility</li> <li>• Signalling your allyship to the students</li> </ul>	<p>M3.3.1 Project Implicit (Online Test)  <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></p>
M3.4 Inclusive Language	<ul style="list-style-type: none"> <li>• Importance of inclusive language in the educational context</li> <li>• Generic masculine: problems and alternatives</li> <li>• “Person-first” language</li> <li>• Practical tips for usage and examples</li> </ul>	<p>M3.4.1 Overcoming the Male Dominance of the Generic Masculine by Rothermund et al  <a href="https://journals.sagepub.com/doi/10.1177/0261927X241237739">https://journals.sagepub.com/doi/10.1177/0261927X241237739</a></p> <p>M3.4.2 Exploring the Onset of a Male-Biased Interpretation of Masculine Generics by Gygas et al  <a href="https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2019.01225/full">https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2019.01225/full</a></p> <p>M3.4.3 Yes I Can! by Vervecken and Hannover  <a href="https://www.researchgate.net/publication/279288124_Yes_I_Can_Effects_of_Gender_Fair_Job_Description">https://www.researchgate.net/publication/279288124_Yes_I_Can_Effects_of_Gender_Fair_Job_Description</a></p>

		<a href="#">ns_on_Children's_Perceptions_of_Job_Status_Job_Difficulty_and_Vocational_Self-Efficacy</a>
M3.5 Inclusive Spaces	<ul style="list-style-type: none"> <li>● Safe and safer space: the difference</li> <li>● Tips on how to create inclusive space</li> <li>● Physical space</li> <li>● Perceived space</li> </ul>	<p>M3.5.1 Awareness Days  <a href="https://www.un.org/en/observances/international-days-and-weeks">https://www.un.org/en/observances/international-days-and-weeks</a>  <a href="https://www.unesco.org/en/education">https://www.unesco.org/en/education</a></p> <p>M3.5.2 Safer Space Guidelines  <a href="https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2019-03/safer_space_guidelines_march_2019_eng.pdf">https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/2019-03/safer_space_guidelines_march_2019_eng.pdf</a></p> <p>M3.5.3 Classroom seating arrangements  <a href="https://poorvucenter.yale.edu/ClassroomSeatingArrangements">https://poorvucenter.yale.edu/ClassroomSeatingArrangements</a></p>
M3.6 Inclusive Lesson Materials	<ul style="list-style-type: none"> <li>● How to represent diversity in your teaching/learning materials</li> <li>● Considering learners' intersectional needs: accessibility of materials</li> <li>● How to avoid reproducing stereotypes</li> </ul>	<p>M3.6.1 Developing LGBTQIA+ -inclusive classroom resources  <a href="https://www.glsen.org/sites/default/files/2019-11/GLSEN_LGBTQ_Inclusive_Curriculum_Resource_2019_0.pdf">https://www.glsen.org/sites/default/files/2019-11/GLSEN_LGBTQ_Inclusive_Curriculum_Resource_2019_0.pdf</a></p> <p>M3.6.2 Reflecting on Anti-bias Education in Action (Film)  <a href="https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/">https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/</a></p>
<b>M3: CONCLUSION</b>  <p>It is vital to create an environment where everyone can feel comfortable to express themselves and share experiences without fear of discrimination or judgement. This is particularly important in education, as studies have shown time and again: Chronic stress and untreated mental health issues have a negative impact on learners' performance. There are things you can do as an educator to help; things that will greatly improve the experience for LGBTQIA+ learners as well as those of other minority groups, and ultimately benefit you and each and every student in your classroom.</p>		

## MODULE 4 - Classroom management skills & conflict resolution

### M4: INTRODUCTION TO TOPIC

Building on the knowledge of inclusive learning environments introduced in Module 3, in this module educators will acquire new competences related to classroom management and conflict resolution. The chosen approach provides the educator with guidance on how to deal with anti-LGBTQIA+ behaviour at



several levels and stages. Conflict can be prevented or defused before escalation, but if all prevention measures fail, conflict strategies can be deployed, followed by support of the victim, but also of the perpetrator. All this is conducted in an environment backed by official policy of the educational institution.

#### **M4: EXPECTED LEARNING OUTCOMES**

At the end of this module the educator will be able to:

- conduct conflict prevention work and deploy pre-emptive strategies
- identify instances of discrimination and/or conflicts
- consider strategies to defuse and resolve conflicts
- support adult LGBTQIA+ learners through possible conflicts
- benefit from institutional support provided by the educational institution

Reference and title of learning content	Learning content	Tools and resources / References and further reading
M4.1 Conflict prevention and pre-emptive strategies	<ul style="list-style-type: none"> <li>• Teacher's mindset towards diversity and more particularly towards LGBTQIA+ learners</li> <li>• Turning diversity into a positive resource</li> <li>• Nurturing a spirit of curiosity and questioning of own beliefs (teacher and learners)</li> <li>• Creating opportunities for contact between representatives of different groups to gain perspective on mutual inclusion and discrimination in order to look for common ground, unifying factors, values</li> <li>• Navigating the fine line between informal rapport with learners while maintaining boundaries within a set institutional framework</li> </ul>	M4.1.1 Interaction Activity (use this activity to break stereotypes and improve mutual understanding)
M4.2 Early warning system for timely identification of conflict	<ul style="list-style-type: none"> <li>• Visible and less visible signs of potential conflict</li> <li>• Information floating in the ether</li> <li>• Possible pre-emptive techniques</li> </ul>	M4.2.1 How to spot bullying (poster for teachers' room)
M4.3 Defusing tensions and resolving conflicts	<ul style="list-style-type: none"> <li>• Identifying one's own strengths to use as a defusing strategy</li> <li>• Amicable conflict resolution</li> <li>• Conflict of opinion without victim/aggressor scenario</li> <li>• Escalating unacceptable conflict</li> <li>• Scenario if teacher is not neutral, but also LGBTQIA+</li> </ul>	M4.3.1 How to identify own character strengths to use in conflict resolution: LINK <a href="https://www.viacharacter.org/character-strengths-via">https://www.viacharacter.org/character-strengths-via</a>
M4.4 Post-conflict support	<ul style="list-style-type: none"> <li>• For the victim</li> <li>• For the aggressor</li> <li>• How to learn lessons from each conflict</li> </ul>	M4.3.2 Reflection over a testimony article (see PDF) <a href="#">Source</a>

M4.5 Guidelines for institutional support in conflict situations	<ul style="list-style-type: none"> <li>● Identifying national legal framework</li> <li>● What is the support system in their institution/country? Or is it lacking?</li> <li>● Suggested points of content for an institutional policy</li> <li>● Link with the Toolkit in WP4</li> </ul>	M4.5.1 Links to national legal provisions or policies on LGBTQIA+ or other antidiscrimination policies <a href="#">England</a>
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#### **M4: CONCLUSION**

Conflict fuelled by anti-LGBTQIA+ discrimination can often be prevented with long-haul nurturing of a climate of acceptance and sharing. However, when telling signs have been missed and conflict arises, several strategies are available to an educator in order to protect the victim and support the perpetrator to learn from their mistakes.